

**About the unit/ Where this unit fits**

This Unit is designed for pupils between ages 9 and 10, this means children in the fourth level, is created from the Sciences Area. Children will be able to understand and explain to the class the conclusions about states of water and water cycle through experiments based on discovery learning. Also they perform the correct greeting and farewell time in each session. We will start working from the previous knowledge. This unit is divided in five sessions, which are taking place during the month of May.

Prior Learning

Days of the week
The date
The weather
The environment

Language used in the unit

Public language: the teacher is going to make questions to the students. All of them are related to the unit and they serve to pupils to think what they are looking for with this unit and guide the process of learning. Moreover, the language that pupils use to communicate with the others is public language too.

Private language: the students have to get conclusions based on scientific evidence with the experiments and they have to take notes about their own learning. They have to register the dates they get and, when they realize all the experiments, they have to know all the steps to follow.

Non verbal language: we are going to use some illustrators, for example in the songs or when pupils tell to the other their conclusions to show better what they conclude about this unit, and mediators, it is important to support the oral language in the materials we are going to use to work in this unit, to improve our verbal language. Affect displays help us and pupils to express better what we say and support our oral language. We have to take into account we must keep the eye contact to

Important Resources**Experiments:**

- hammer
- some containers
- fridge
- Water
- A thick nail
- A wide cork
- A bottle
- Ice

To take notes:

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- self assessment sheet
- paper
- pencil
- stickers
- files (the teacher gives one to each pupil if it is necessary)

Another resources:

- Camera



	observe pupils are understanding or participating in the activities of this unit.	
Expectations		
At the end of this unit all the children must	<ul style="list-style-type: none">○ Take notes relatives to the unit, for example in the brainstorming.○ Register the general conclusions of the group○ Observe the experiments and know what steps they have to follow in each case	
At the end of this unit most of the children should	<ul style="list-style-type: none">○ Participate actively in the different sessions, giving some ideas○ Participate actively making the different experiments○ Take notes about what they observe○ Tell to another partners basic information about the conclusions they have got about this unit	
At the end of this unit some of the children could	<ul style="list-style-type: none">○ Register conclusions about the different experiments, in group or individually○ Give ideas by using deductions○ Participate in the experiments and get conclusions of each them○ Tell to another partners what they have observed and their conclusions	

**Lessons Overview**

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none">- Participate actively in the brainstorming- Take notes relatives to brainstorming- Reflect on the ideas they get in brainstorming- Reflect on the idea “the water is everywhere you go” and get a conclusion	<ul style="list-style-type: none">- Participate in a brainstorming related to a well known topic.- Take notes about an specific topic	Participate in a brainstorming, take some important ideas and get conclusions about “Where can we find water”?	<ul style="list-style-type: none">- Give some ideas in a brainstorming- Select the important information related to a concrete topic- Take some conclusions or evidences about the teacher’s questions- Know the importance of the water in our lives
2	<ul style="list-style-type: none">- Define and explain the different ways we can find the water.- Conduct and experiment using the scientific method.- Record and interpret observations.- Form accurate conclusions based on scientific evidence.- Realise about the importance of taking care of water	<ul style="list-style-type: none">- Describe the different way we can find water.- Make the experiment using the scientific method and following the instructions correctly.- Use and define key words such as solid, liquid...- Describe what happens during the experiment.- Answer the questions about taking care water file.	Realise about water change states: Solid, liquid and gas.	<ul style="list-style-type: none">- Use water words- Follow some stops of the experiments- Realize about the importance of the water.- Participate actively making conclusions.- Realise the water changes of states because of same factors.



3	<ul style="list-style-type: none"> - Be able to greet (hello and goodbye). - Guess the day of the week. - Guess the weather. - Make a brainstorming and hypotheses. - Remember the previous day's knowledge. - Discuss the water cycle. - Respect the turns (social rules). 	<ul style="list-style-type: none"> - Greeting and farewell. - Days of the week. - The weather. - Water cycle. 	<p>Develop and understanding of the water cycle. They will then use this knowledge to create and show their conclusions of the water cycle.</p>	<ul style="list-style-type: none"> - Greeting and farewell interaction. - Associate the date and the weather correctly. - Recognize the different stages of the water cycle. - A good conclusion about water cycle by means of the previous hypotheses. - Respect the turn between the teacher and themselves.
4	<ul style="list-style-type: none"> - Participate actively in the common consent of observations, ideas or conclusions. - Recognise the materials. - Make the experiment correctly. - Form accurate conclusions based on scientific evidence. - Acquire environmentally friendly habits. 	<ul style="list-style-type: none"> - Participate in common and group review and consent of ideas. - Make the experiment using the scientific method and following correctly the instructions. - Take notes about conclusions, estimations and describe what happens during the experiment. - Be aware of the different natural physical processes. 	<p>They built common ideas about the experiment (natural physical processes) and they write on the recording sheet.</p>	<ul style="list-style-type: none"> - Contribute into the common consent and built of knowledge. - Participate in the experiment. - Make observations, conclusions and select the main ideas. - Associate and use the natural physical processes in daily situations and real life. - Respect the turn between them.



5		Be aware of the water problems.		- Be aware of the water problem and acquire environmental friendly habits.
	<ul style="list-style-type: none">-Listening and answering to basic questions.-Express and interact orally in simple class interaction with classmates.- Use verbal and non verbal procedures in a respectful and cooperative way.-Develop the interactional skills and to learn social rules.	<ul style="list-style-type: none">- Develop language according to daily routines (hello and goodbye songs).-Write down notes about strategies and proceedings used.-Listening and answering properly to the teacher's questions.-Make deductions about strategies and proceedings used.-Express and interact orally in an exposition naturally.-Remember the previous day's concepts and proceeding (knowledge).	Learn to express performing a discourse and getting conclusions.	<ul style="list-style-type: none">-Perform the daily routine without asking them ("hello & and goodbye" before entering and leaving the class).-We will observe participation and implication on every child, when performing their expositions.-We will observe they wait for their turns without telling them as it is intended to be.-We will observe their implication when taking notes and observing certain situations like in the expositions.-We will also observe some aspects just like fluency and other aspects present in any discourse such as tone, associate rhythm, non verbal language... (The affect displays), when performing their expositions.



Lesson # 1

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Participate actively in the brainstorming - Take notes relatives to brainstorming - Reflect on the ideas they get in brainstorming - Reflect on the idea “the water is everywhere you go” and get a conclusion 	<ul style="list-style-type: none"> - Participate in a brainstorming - related to a well known topic - Take notes about an specific topic - Do simple deductions about an specific topic 	<p>With the help of the teacher most children will be able to:</p> <ul style="list-style-type: none"> - Give some ideas in a brainstorming - Select the important information related to a concrete topic - Take some conclusions or evidences about the teacher’s questions - Know the importance of the water in our lives
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<p><i>“/Hello!!! Good morning kids!! How are you today? /”</i> <i>“/What day of the week is today? /”</i> <i>“/What’s the weather like today? Sunny? Cloudy? Foggy? /”</i></p> <p><i>“/ Today kids, we are going to start a new unit... this photo is beautiful, right? What can you see?... let’s say what we think it represents/”</i> <i>“/What’s this white mark on the mountain/” let’s see.... So, do you think is snow? Are you sure? I am not so sure by now, let’s investigate!!/”</i></p> <p><i>“/Now kids we have to make a circle in the words you hear in the video... come on!!!/”</i></p> <p><i>“/Well done, kids. I can observe you understand what I was asking for!!!/”...</i> <i>“/When do you think you can find water? Do you think we have to investigate so? Let’s do it!!!/”</i></p> <p><i>“/Let’s clean up the class, come on!!!/”</i></p>		<p>Teacher shows some illustrators related to the days of the week, the whole and we stick a sticker with the day.</p> <p>In group, helping by illustrators, the weather of the day and we stick the related sticker</p> <p>Teacher writes in the blackboard the name of the unit; it is easy because pupils tell her what it is because they are answering the questions of the teacher.</p> <p>Teacher shows a photo in which appears: a river, some clouds, mountains and snow.</p> <p>Teacher introduces, in this way, a brainstorming and pupils have to say different words related to the photo. Teacher takes notes in the board about the words in which she is interested, so she is guiding the brainstorming. She makes some questions to pupils to guess or induce the topic by themselves.</p> <p>Teacher writes in the blackboard the name of the unit; it is easy because pupils tell her what it is because they are answering the questions of the teacher.</p> <p>Teacher plays a video in which she introduces the unit. In this video, the</p>



<p><i>She says goodbye</i> <i>“/Bye bye teacher/”</i></p>	<p>narrator says a lot of words in which pupils were working before this activity. Teacher pays attention to the answers of the pupils and regulates their answers.</p> <p>Teacher leaves the pupils reflect about their conclusions and write on themselves assessments sheets. Teacher asks them to clean up the class</p>
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Outline of leading activities

Participate in a brainstorming, take some important ideas and get conclusions about “Where can we find water”?

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	5´	Big group	<p><i>“/Hello!!! Good morning teacher!! We’re ok (or not so ok, or whatever)/”</i></p> <p>Kids take into account the illustrators, or not and answer e question.</p> <p><i>“/Today is... Monday, October 25th/”</i></p> <p>Kids take into account the illustrators related to weather.</p> <p><i>“/Today it is a foggy day... it is a cold day (or whatever)/”</i></p>	<p><i>“/Hello!!! Good morning kids!! How are you today? /”</i></p> <p><i>“/What day of the week is today? /”</i></p> <p>Teacher shows some illustrators related to the days of the week, the whole and we stick a sticker with the day.</p> <p><i>“/What’s the weather like today? Sunny? Cloudy? Foggy? /”</i></p> <p>In group, helping by illustrators, the weather of the day and we stick the related sticker</p>	- The stickers (illustrators)
	10´	Big group	<p><i>“/There is a mountain!!!” “/There is a river/”... that is snow!!!/”...</i></p> <p>Pupils have to take also notes about the brainstorming and have to investigate about what the teacher says, because they don’t know what is truth or false by now.</p> <p><i>“/ Yeah, that’s snow because in my village it snows a</i></p>	<p><i>“/ Today kids, we are going to start a new unit... this photo is beautiful, right? What can you see?... let’s say what we think it represents/”</i></p> <p>Teacher shows a photo in which appears: a river, some clouds, mountains and snow.</p> <p>Teacher introduces, in this way, a brainstorming and pupils have to say different words related to the photo.</p> <p>Teacher takes notes in the board about the words in</p>	<p>- The photo</p> <p>- Notebook and pencil</p> <p>- Blackboard</p>



		<p><i>lot in winter!!!... It's so cold!</i></p> <p>Pupils have to guess the name of the unit and help teacher to note down it on the blackboard. They are extracting conclusions</p>	<p>which she is interested, so she is guiding the brainstorming. She makes some questions to pupils to make them guess or induce the topic by themselves</p> <p><i>"/What's this white mark on the mountain/" let's see.... So, do you think is snow? Are you sure? I am not so sure by now, let's investigate!!/"</i></p> <p>Teacher writes in the blackboard the name of the unit; it is easy because pupils tell her what it is because they are answering the questions of the teacher.</p>	
5'	Big group	<p>Pupils pay attention to the video and make a circle in the words they have written before and they listens to the video.</p>	<p>Teacher plays a video in which she introduces the unit. In this video, the narrator says a lot of words in which pupils were working before this activity.</p> <p><i>"/Now kids we have to make a circle in the words you hear in the video... come on!!!/"</i></p>	- Video
10'	Big group	<p>Pupils have to say at loud, with a correct behaviour, the words they think the video says:</p> <p><i>"/I think one of them is water... and another is... ice!!/"</i></p> <p>Pupils finish the list and they think about the last questions of the teacher. They answer some questions</p> <p><i>"/At a river, at the sea... it is everywhere!!/"</i></p>	<p>Teacher pays attention to the answers of the pupils and regulates their answers.</p> <p><i>"/Well done, kids. I can observe you understand what I was asking for!!/"...</i></p> <p><i>"/When do you think you can find water? Do you think we have to investigate so? Let's do it!!/"</i></p>	- The list of words
5'	Big group	<p>Pupils make a group reflection about the acquiring knowledge we deal a self assessment sheet.</p> <p>Clean up time. They clear the table; they collect the work (sheets, materials, and self assessment sheet) and file the work in the folders.</p> <p><i>"/Bye bye, teacher/"</i></p>	<p>Teacher leaves the pupils reflect about their conclusions and write on themselves assessments sheets.</p> <p>Teacher asks them to clean up the class</p> <p><i>"/Let's clean up the class, come on!!/"</i></p> <p><i>She says goodbye</i></p> <p><i>"/Bye bye teacher/"</i></p>	- The self assessment sheet



Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none">- Give some ideas in a brainstorming- Take notes in the brainstorming- Make a circle in a half of words of the video- Know the importance of the water in our lives	<p>Most of the children will be able to</p> <ul style="list-style-type: none">- Take some conclusions or evidences about the teacher's questions- Participate actively in a brainstorming- Make a circle in most of the words that appears in the video- Be conscious of the importance of water in our lives- Stick some stickers correctly	<p>Some of the children could</p> <ul style="list-style-type: none">- Select the important information related to a concrete topic- Participate actively in the brainstorming- Make a circle in every words of the video- Stick all the stickers in the correct order- Know why the water is so important in our lives and it is everywhere we go
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Lesson # 3

Learning objectives		Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none">- Be able to greet (hello and goodbye).- Guess the day of the week.- Guess the weather.- Make a brainstorming and hypotheses.- Remember the previous day's knowledge.- Discuss the water cycle.- Respect the turns (social rules).		<ul style="list-style-type: none">- Greeting and farewell.- Days of the week.- The weather.- Water cycle.	<p>With the help of the teacher, most children will be able to:</p> <ul style="list-style-type: none">- Greeting and farewell interaction.- Associate the date and the weather correctly.- Recognize the different stages of the water cycle.- A good conclusion about water cycle by means of the previous hypotheses.- Respect the turn between the teacher and themselves.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted	
<p><i>Hello! Good morning kids! How are you today? What day of the week is today? What's the weather like today? Sunny? Cloudy? Foggy?</i></p> <p><i>First, I show you some picture! What do you see in this picture kids? What do you think that it's mean? Some river, a cloud... Are you sure? I don't know... Let's go to investigate!</i></p> <p><i>But before we should remember the last class... What we were talking the other day?</i></p>		<p>Interaction between the date, the weather and the teacher's questions about water cycle and the pupils.</p>	



Now, take the picture again and let's to think... Well! How do you think clouds are form? How does water get into rivers... and the snow to the mountains?

Well done! Now, you can fill the picture!

Let's clean up the class, come on!

She says goodbye

Bye bye teacher

Outline of leading activities

Develop and understanding of the water cycle. They will then use this knowledge to create and show their conclusions of the water cycle.

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	1'	All group	Greeting interaction.	Welcome and greeting interaction: Hello! Good morning! How are you?	Illustrators.
	2'	All group	They guess the day of the week and then stick the sticker with the date on the wall.	Teacher helps to the pupils with illustrators. (We are at the beginning or at the end of the week?)	Sticker, wall and illustrators.
	2'	All group	They guess the weather and then stick the related sticker on the wall.	Teacher helps the pupils with illustrators. (Sunny? Cloudy? Foggy? ...)	Sticker, wall and illustrators.
	3'	All group	They make some brainstorming.	Teacher shows a picture without arrows and anything on the board about water, and makes questions. (What do you see in this picture?)	Picture and illustrators.
	3'	All group	They remember the previous day's knowledge.	Teacher helps to the pupils with illustrators to remember that we have the conclusions of the	Illustrators.



				previous day in order to induce the water cycle. (What we were talking the other day?)	
4'	All group	They make the groups and generate some hypotheses.		Grouped into 4 groups of 5, teacher distributes the picture and a sheet of questions to the pupils in order to induce water discussion. (How do you think clouds are form? How does water get into rivers... and the snow to the mountains?)	Picture, a sheet of questions and illustrators.
5'	All group	They indicate the condensation, evaporation, solidification... in the sheet with arrows.		Teacher distributes a sheet with arrows in order to indicate the condensation, evaporation, solidification...	Sheet with arrows.
5'	All group	They talk about their results and see the differences between themselves.		Teacher asks to the pupils about their results in order to see the differences between them.	Illustrators.
3'	All group	They filled the self assessment sheet.		Teacher distributes the self assessment sheet to the pupils in order to make a group reflection about the acquiring knowledge.	Self assessment sheet.
2'	All group	They clean the table, collect the work (sheets, materials, and self assessment sheet) and file the work in the folders.		Teacher cleans his/her material.	Sheets, materials, self assessment sheet and file the work with the folders.

Assessment Criteria

All children must be able to <ul style="list-style-type: none"> - Interact to greet (hello and goodbye). - Guess the day of the week. 	Most of the children will be able to <ul style="list-style-type: none"> - Interact to greet (hello and goodbye). - Guess the day of the week. 	Some of the children could <ul style="list-style-type: none"> - Interact to greet (hello and goodbye). - Guess the day of the week.
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<ul style="list-style-type: none">- Guess the weather.- Make a brainstorming.	<ul style="list-style-type: none">- Guess the weather.- Make a brainstorming.- Remember the previous day's knowledge.- Discuss the water cycle.	<ul style="list-style-type: none">- Guess the weather.- Make a brainstorming and hypotheses.- Remember the previous day's knowledge.- Discuss the water cycle.- Respect the turns (social rules).
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Lesson # 4

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - Participate actively in the common consent of observations, ideas or conclusions. - Recognise the materials. - Make the experiment correctly. - Form accurate conclusions based on scientific evidence. - Acquire environmentally friendly habits. 	<ul style="list-style-type: none"> - Participate in common and group review and consent of ideas. - Make the experiment using the scientific method and following correctly the instructions. - Take notes about conclusions, estimations and describe what happens during the experiment. - Be aware of the different natural physical processes. - Be aware of the water problems. 	<p>Guide by the teacher most children will be able to:</p> <ul style="list-style-type: none"> - Contribute into the common consent and built of knowledge. - Participate in the experiment. - Make observations, conclusions and select the main ideas. - Associate and use the natural physical processes in daily situations and real life. - Respect the turn between them. - Be aware of the water problem and acquire environmental friendly habits.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<ul style="list-style-type: none"> - <u>Greeting moment:</u> “Hello!!! Good morning kids!! How are you today? What day of the week is today? What’s the weather like today? Sunny? Cloudy? Foggy?” - <u>Make them do estimations:</u> “Think about the ideas and conclusions of the past lesson. Share and highlight the main ideas”. - <u>I explain the different experiments and the behaviour and tidy rules:</u> 1- <u>Condensation:</u> “We can find the water in multiple different ways on the environment: as solid, liquid as gaseous. To show this evidence we need: 	<p>I shows some illustrators related to the days of the week, the month and the weather and stick the related sticker</p> <p>I give a recording sheet.</p> <p>I explain the experiment going round them pointing and showing the materials.</p> <p>I prepare the experiment in corners or small places and live a sheet with the specific</p>



- A glass container
- A transparent film
- Boiling Water
- Some ice

Now we can start!! We introduce the boiling water in the container (be careful, it is too hot). Then we cover the container with the transparent film and we observe what happens on it. Now we can see the water condenses and in the transparent film there are some little drops.

We uncover the container and we introduce the ice in water. We have to observe how ice disappears in the container. The boiled water is template now!!”

2- Creating clouds. ”Clouds are made by little drops of water. Those drops float in the air, but do you know what happens to get that?

You need these materials:

- A thick nail
- A hammer
- A transparent bottle of water with a little rim
- A wide cork
- Hot water

And now we can start!!

Firstly, we are going to make a hole in the wide cork helping us with the thick nail and the hammer.

When we get the hole we can separate the thick nail and the wide cork.

Then we have to wet the bottle on the outside with hot water and cover the bottle with the wide cork.

After that we blow air inside the bottle through the hole and cover the hole of the cork with the finger. Finally, we have to count until five, uncover the bottle and observe.

What can you see? Exactly, the air is going out of the bottle making clouds?”

3. Frost creation: “Frost is a small layer of ice crystals formed in on some surfaces when it is cold, but it’s better

instructions there.

I take notes in the board about the general ideas.

I take notes in the board about the common script or outline we built together.

I make some questions to pupils estimate, guess, or induce the facts and built the knowledge.

I encourage them to make a reflection about their conclusions and write it on their assessments sheets.

I ask them to clear their tables, clean up the class and file the sheets in their folders.



if you see it with your own eyes...

Don't you think that? Okay

For the next activity we will try to make some frost, the materials you will need are the following ones:

- One Bucket and ice cubes.*
- One empty can with no label.*
- Salt (one teaspoon).*

As you can see we don't need so many things to make a nice project, you will see...

Now I want you to focus on the next steps. Okay?

- Put the ice cubs inside the can.*
- Add the salt teaspoon and remove quickly.*
- Continue removing for a while (10 minutes maximum).*

Well done! We made it!

Now we tell you why happened what you did, okay?

The ice cubes, make the can cool. Adding salt makes the ice cube melt faster and temperature goes down even more. Water drops in the air stick to the external surface of the can and freeze instantly, forming the layer of frost."

4. Freezing: "When hot or template water touches in contact with cold air it gets cold, that's freezing!!

Now we are going to show you how water gets freeze.

We need these materials:

- A plastic container.*
- Hot or warm water*
- A freezer*
- A container that keeps cold.*

Firstly, we are going to put the hot or template water in the plastic recipient. Then we have to introduce the recipient with the hot/template water in the freezer and wait a few hours. Now you can take out the recipient



of the freezer, we can observe that water is now frozen!!! If you put on this frozen water an object, it is going to slide!!

So, what happens when the floor is frozen in winter and you step on it?? You have to be careful!!! You can slide and fall down!!!”

**Behaviour and tidy rules.*

-Farewell time:

Let's clean up the class, come on!!

I say goodbye

Bye-bye teacher

Outline of leading activities

They built common ideas about the experiment (natural physical processes) and they write on the recording sheet.

Timing	Grouping	Pupils	Teacher	Resources
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Two first minute.	<ul style="list-style-type: none"> - All together. - *Group management of the public language. Individual management of the private language. 	<p align="center">- Greeting time.</p> <p>They greet and answer the questions. They guide the teacher to stick the correct stick.</p> <p>- <i>Hello teacher!! Good morning!! Fine, thanks and you?</i></p> <p>- <i>Monday, Tuesday, Wednesday...</i></p> <p><i>(In group they guess, helping by illustrators, the day of the week and the whole date and make the teacher stick the correct stick)</i></p> <p>- <i>Yes, it is. No it isn't. Sunny, cloudy, foggy ...</i></p> <p><i>Yes, it is. No, it isn't. Hot, cold, warm.</i></p> <p><i>(In group they guess, helping by illustrators, the weather of the day and they guide the teacher to stick the correct sticker)</i></p>	<p align="center">- Greeting time.</p> <p>I greet, show interest and ask about the day of the month, the day of the week, the month and the year. I also ask about the weather. I make them guess the answers by asking and giving options and I stick in the wall or the blackboard all this illustrator stickers.</p> <p>- <i>Hello!! Good morning!! How are you?</i></p> <p>- <i>What day of the week is today?</i></p> <p><i>(In group we guess, helping by illustrators, the day of the week and the whole date and we stick a sticker with the date)</i></p> <p>- <i>What's the weather like? Sunny? Cloudy? Foggy? ...</i></p> <p><i>It's cold? It's hot? It's warm?</i></p> <p><i>(In group we guess, helping by illustrators, the weather of the day and we stick the related sticker)</i></p>	<ul style="list-style-type: none"> - Illustrators with blue tag to be hang on the wall showing the day, day of the week, the month and the year. - Illustrators with blue tag to be hang on the wall representing a sun, a cloud, the rain, the foggy, the hot, cold, and warm.
Two minutes.	<ul style="list-style-type: none"> - All together. - * 	<ul style="list-style-type: none"> - They make a brief summary of the previous lessons by bringing together and debate some observations, conclusions and ideas. - They note the main ideas in the individual sheet. 	<ul style="list-style-type: none"> - I ask them to do a brief summary of the previous lessons by bringing the ideas together. I stimulate a debate. - I give them a sheet and make them to write the main ideas. 	<ul style="list-style-type: none"> - Recording sheet.
Two minute.	<ul style="list-style-type: none"> - All together. - * 	<ul style="list-style-type: none"> - They listen, pay attention and understand the different experiments, the procedure and the rules and how they have to full the recording sheet. 	<ul style="list-style-type: none"> -By showing and pointing the experiment and materials of that I introduce them the different experiments (I prepare before in different corners, with the materials and the instructions), explain the procedure (steps) and the rules (ex. They have to take care of the materials, clean the mess after the experiment). - Explain how they have to full the recording sheet. 	<ul style="list-style-type: none"> - The four different experiments set up in different corners or small spaces (Each experiment will have the name of the experiment, the instructional sheet and the materials. - The recording



				sheet to note the observations, conclusions and ideas.
Ten minutes.	-Grouped into four groups of five each group. - *	- They stand up. Each group makes a different experiment. When finish they go to the next experiment until they do all of them. After each experiment they complete the relevant sections and make the concerning observations and conclusions.	- I support, guide and control the work. I help them to make observations and conclusions.	- The four different experiments set up in different corners or small spaces (Each experiment will have the name of the experiment, the instructional sheet and the materials. - The recording sheet to note the observations, conclusions and ideas.
Six minutes.	- All together. - *	- Leading activity. - They sit at the table again. We discuss the experiments, the natural physical process we have observed, the facts and the conclusions. They built common ideas. - They write the common ideas on the recording sheet.	- Leading activity. - I sit them at the table. I ask questions in order to create a debate and make them expresses the different observations and conclusions and built common ideas. I guide them to make different reflections and conclusions about the water shortage and easy contamination and the role human's play. - I write the common ideas on the blackboard. - I tell them some environmentally friendly habits.	- Recording sheet. - Black board.



Five minutes.	- All together. _*	- With the help and suggestions of the teacher they built a script or outline for the final exposition.	- I explain them that they have to make an exposition and I encourage them to build a script or outline. I help, give my suggestions and write the main points on the board.	-Board. - Recording sheet. - Final script or outline for the exposition.
Three minutes.	- All together. _*	- Farewell time. - They make a group reflection about the acquiring knowledge and fill the self assessment sheet. - They pick up the classroom together and file away the work in their personal drawers.	- Farewell time (five minutes before the end of the lesson) -In order to make a group reflection about the acquiring knowledge we deal a self assessment sheet. - I make sure they clean up, clear the table, they collect the work (sheets, materials, and self assessment sheet) and file them in the folders and personal drawers.	- Self assessment sheet, folders and drawers.



Assessment Criteria

All children must be able to:	Most of the children will be able to:	Some of the children could:
<ul style="list-style-type: none">- Make some observations and conclusions.- Write this observations and conclusions.- Name and recognise the materials they are going to use.- Follow the experiment procedure and steps.- Be aware of the water problem and the human roll into this topic.- Understand the script or outline for the exposition.	<ul style="list-style-type: none">- Estimate facts and make some conclusions or evidences through the teacher's questions.- Participate actively in the common and group review and consent of ideas.- Make the whole experiment.- Be aware of the water problem and the human roll into this topic.- Create a script or outline for the exposition.	<ul style="list-style-type: none">- Identify the main ideas to design the exposition.- Guide the classmates trough the debates and common reviews and consent of ideas.- Make the experiment using the scientific method and following correctly the instructions.- Acquire environmentally friendly habits.

Lesson # 5

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none">-Listening and answering to basic questions.-Express and interact orally in simple class interaction with classmates.- Use verbal and non verbal procedures in a respectful and cooperative way.-Develop the interactional skills and to learn social rules.	<ul style="list-style-type: none">- Develop language according to daily routines (hello and goodbye songs).-Write down notes about strategies and proceedings used.-Listening and answering properly to the teacher's questions.-Make deductions about strategies and proceedings used.	<ul style="list-style-type: none">-Perform the daily routine without asking them ("hello & and goodbye" before entering and leaving the class).-We will observe participation and implication on every child, when performing their expositions.-We will observe they wait for their turns without telling them as it is intended to be.-We will observe their implication when taking notes and observing certain situations like in the expositions.



	<p>-Express and interact orally in an exposition naturally.</p> <p>-Remember the previous day's concepts and proceeding (knowledge).</p>	<p>-We will also observe some aspects just like fluency and other aspects present in any discourse such as tone, associate rhythm, non verbal language... (The affect displays), when performing their expositions.</p>
Discourse/Text targeted (main activity)		Language targeted- Non-verbal L Targeted
<ol style="list-style-type: none"> 1. <i>“Good morning kids! How are you today? Fine? ...Okay... I want you to get close to the stickers area!</i> 2. <i>“What day of the week do you think is it today?” ... “What’s the weather like today? Is it sunny? Is it cloudy?” ... (Greeting time)</i> 3. <i>Okay kids! Well done! You are doing this better every day that passes! Now please go to your seats and seat slowly...</i> 4. <i>Well done... now I tell you something kids... we are going to do something new, something you will really like Okay? Do you guess what it can be? Well I’ll tell you... You are going to be like teachers!!! I will explain myself... Do you remember what we have being doing the previous days? Well done... The experiments! What you are going to do now is to make a discourse and explain to your classmates what your experiments deals with and the making process you have follow to do it Okay? All in the working groups you where in! There will be only one group explaining, the rest of the groups will take your self assessment sheets and I want you to write down your conclusions and notes about all the discourses.</i> 5. <i>Okay group number... come on put your experiments on the desks and take close to them! Well done! And now kids I have a little surprise for you, I am going to record your performances and later I will upload</i> 		<ol style="list-style-type: none"> 1. Moves his/her hands to unite kids and kids get together. Teacher uses eye contact in order to make every child take part in the routine activity. 2. Shows illustrators just like it has been happening in the previous lessons; the illustrators deal with the date of the present day, the whole and we stick a sticker with the day. 3. Now the teacher moves his/her hands to unite pupils together and make them have a seat in their places. 4. The teacher lows up his/her voice in order to tell the students what is going to be about the next task; he or she will ask kids in order to let them guess. 5. Once more teacher lows up his/her voice due and moves the hands to give instructions and encourage the children to take their experiments to their group desk and be ready for the next task. 6. Here teacher assumes a total passive role. Teacher will just pay attention to the discourses and analyse the performances for him/ her and observe their developing. Teacher will just encourage children to give their conclusions and ideas about the performances. 7. This time the teacher moves his/her hands in order to attract pupils’ attention and to unite all of them together. Teacher also lows up his/her voice in order to tell the kids to place their conclusion sheets on the



<p><i>them to our wiki for you and your families to see them! What do you think? Do you like it? Well... Group number... you can start now! ...</i></p> <p>6. <i>Well done kids! See? It was not so difficult! You did a discourse better than mine! Congratulations to all of you! Now in the same groups I want you to use your notes and individual conclusions to get a common conclusion of all the discourses set, then the representative of your groups will stand in front of the class and tell us that final conclusions... Okay? Right... you have 3 minutes, begin now!</i></p> <p>7. <i>Well done! I liked your conclusions so you can place on the corkboard to review then whenever you want!</i></p> <p>8. <i>Now I am going to play your recordings and later you will tell me your impressions Okay?</i></p> <p>9. <i>Anything to say? Did you like your discourses? Do you think you have to improve in some aspects or it was all correct? Okay tomorrow you can watch your performances in our wiki! ...</i></p> <p>10. <i>Well children, this is all for today! Now it is time to say goodbye! We did it for today! Bye bye children! Remember to leave the class slowly! And great performance!</i></p>	<p>corkboard.</p> <p>8. Teacher moves his/her hands due to unite children; teacher will just play the required track and observe during the play.</p> <p>9. Teacher uses his/her voice in order to attract children's' attention. It's a summary and a debate moment so thumbs up and thumb down can be used to show our approval or disapproval.</p> <p>10. Teacher uses and moves his/her hands due to say goodbye the children. He/she also uses eye contact in order to observe they leave the classroom slowly and also to make every child conscious that he/she is saying goodbye to all of them.</p>
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Outline of leading activities

Learn to express performing a discourse and getting conclusions.

	Timing	Grouping	Pupils	Teacher	Resources
Managem	20 seconds	One by one	Kids come in the classroom and place in the sticker's area.	Allow them to enter the class by using his/her hands...	<i>There are no material resources.</i>



50 seconds	All together	In the stickers area kids respond to teacher's questions, kids will <i>guess and they will stick the correct sticker on its place.</i>	Teacher interacts with the kids, showing interest and asking about the date, weather... and giving the students the stickers to place them on the right place.	Stickers
30 seconds	All together	Kids attend to what teacher says, then stand up and start taking the self assessment sheets from the drawers and placing their experiments on their group desks due to perform the next discourses.	Teacher ask children about the previous lessons in order to guess what is the next task going to be about, he/ she also asks them to take the self assessment sheets in order to use it for the next task.	<i>Experiments and self assessment sheets.</i>
50 seconds	In four groups of five members	Leading activity: Kids perform their discourses all of the five members of the four groups will have to talk about the proceedings and experiences during the experiments making process, and also telling their classmates what phenomenon they are dealing about.	Leading activity: Teacher supervises and guides the discourses if necessary; he/ she will take a passive role by taking observations and conclusions. He/ she also record all the discourses.	<i>Experiments, self assessment sheets and camcorder.</i>
30 seconds	In four groups of five members	Kids will debate and talk about all of the performances. The representatives of every group will set up some of the common conclusions and ideas of their groups.	After all of the discourse presentations, teacher will allow students to make some group conclusions about all of the performances and ask the group representatives to set all of the common conclusions. put their group	<i>Self assessment sheets.</i>
	All together	After all of the group conclusions children will decide which are the best ones and will be placed on the corkboard.	Teacher will ask pupils to decide which of the conclusions are the bests and will ask them to place the best conclusions on the corkboard due to revise them whenever the children want.	<i>Self assessment sheets and corkboard.</i>
	All together	Children will watch their video performances and later they will tell their classmates or teacher any observation they want to set out.	Teacher will play the videos in order to let the children watch their performances, later he/ she will ask them to tell if they have something to talk about (changes, ideas, opinions) this will be a similar debate like the previous one.	<i>Camcorder, projector, PC and screen.</i>
1 minute	All together	Goodbye time- Children will clean up the classroom by putting all of the used stuff in their places, after this they will pick up their things, say goodbye to the teacher and leave the class slowly.	Before ending the lesson, The teacher will ask the pupils to clean up the classroom. Then he/ she will ask them to say goodbye and leave the place quietly.	Self assessment sheets, folders and drawers.



Assessment Criteria

All children must be able to:

Most of the children will be able to:

Some of the children could:

-Develop the communicative competence (be able to perform a discourse.)

-Respect turns when answering the teacher and interacting.

-Develop the social competence (say hello and goodbye and go in and out the class properly).

-Develop the organizational competence (follow the schema of the songs and some emblems and illustrators used in every moment).

-We expect all of the kids what we have told before but in this case with higher levels of achievement. (Previous assessment criteria cell).

-Develop the communicative competence (be able to perform a discourse, use non verbal language to express feelings or actions, link illustrators and emblems during its performance...)

-Use a self assessment sheet properly.

- Tell to another partners what they have observed and their conclusions.

-Develop the autonomy competence (taking part in a discourse and taking conclusions).

-We expect all of the kids what we have told before but in this case with higher levels of achievement. (Previous assessment criteria cells).

-Select the important information observing a discourse.

-Develop the autonomy competence (follow the song, all the emblems and illustrators given).

-Stick all the stickers properly according the present day...

-Use a self assessment sheet properly and be able to explain the notes taken.